

RADIO/TV BROADCASTING/TELECOMMUNICATIONS

5986

(RTVB TELCOM)

CIP Code: 09.0701 Radio and Television or 09.0702, Digital Communication and Media/Multimedia

Radio/TV Broadcasting/Telecommunications provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting, broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Strong Communication Skills, Mass Media, Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters.
- May be offered over two- or three-years by subtitling the course Beginning, Intermediate, or Advanced
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: Appropriate workplace specialist CTE license required to teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by an appropriate workplace specialist (CTE) vocationally licensed teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: Recommended for career pathways in the following career clusters:
 - Arts, A/V Technology & Communications
 - Marketing, Sales & Service
- Career pathway information: <http://www.doe.in.gov/careerpathways>

Course Content Standards and Performance Expectations

RT 1 Career Opportunity/Employment Skills

RT 1.1 Content Standard: Students demonstrate proficiency in exploring career opportunities.

Performance Expectations

RT 1.1.1 Discuss/explore related career opportunities:

1. Broadcast
2. Cable
3. Sound studios
4. Video production companies
5. Corporate

6. Web-based media
7. Other media

RT 1.1.2 Research career opportunities.

RT 1.2 Content Standard: Students demonstrate proficiency in conducting a job search.

Performance Expectations

RT 1.2.1 Research potential job opportunities:

1. Trade publications
2. Contacts
3. Employment/placement services
4. Internet (allaccess.com, rronline.com)

RT 1.2.2 Create traditional and/or electronic job application tools:

1. Cover letter
2. Resume
3. Electronic portfolio/resume tape
4. Follow-up contact

RT 1.2.3 Prepare for job interview.

RT 1.3 Content Standard: Students show proficiency in meeting employer expectations.

Performance Expectation

RT 1.3.1 Demonstrate appropriate skills/expectations of employers:

1. Appearance
2. Communication skills (speaking skills and writing skills)
3. Computer skills
4. Creativity
5. Dependability
6. Diligence
7. Discipline
8. Effort
9. Interpersonal skills
10. Positive attitude
11. Problem solving/critical thinking
12. Teamwork
13. Work ethics

RT 1.4 Content Standard: Students demonstrate an understanding of the organizational structure of the industry.

Performance Expectations

RT 1.4.1 Analyze the management hierarchy of a broadcast facility.

RT 1.4.2 Analyze the management hierarchy of a non-broadcast facility.

RT 1.5 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

RT 1.5.1 Define terms used in production.

RT 1.5.2 Use professional terminology.

RT 2 Equipment Operation

RT 2.1 Content Standard: Students demonstrate proficiency in operating audio production equipment.

Performance Expectations

RT 2.1.1 Explain the functions of audio equipment:

1. Audio board/console
2. Digital recording/playback devices
3. Digital audio workstation/storage
4. Microphones
5. Headphones
6. Sound processors
7. Transmitter
8. Automation

RT 2.1.2 Operate equipment in a professional manner.

RT 2.2 Content Standard: Students demonstrate proficiency in operating video production equipment

Performance Expectation

RT 2.2.1 Explain the functions of video equipment:

1. Camera
2. Audio
3. Lighting
4. Editing (linear/non-linear)
5. Studio Control switcher, audio board, character generator, etc.)

RT 2.2.2 Operate equipment in a professional manner.

RT 2.3 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

RT 2.3.1 Define terms used in production.

RT 2.3.2 Use professional terminology.

RT 3 History/Ethics/Law/FCC

RT 3.1 Content Standard: Students demonstrate knowledge of the historical developments of the industry.

Performance Expectations

RT 3.1.1 Explore how the industry was formed.

1. Inventors and inventions
2. Legislation/regulations
3. Growth of networks
4. Growth of emerging technologies

RT 3.2 Content Standard: Students understand the importance of ethical decision-making as it relates to the industry.

Performance Expectations

RT 3.2.1 Demonstrate ethical decision making.

RT 3.3 Content Standard: Students demonstrate knowledge of libel, slander, invasion of privacy, and misrepresentation, and media access.

Performance Expectations

- RT 3.3.1 Explain libel.
- RT 3.3.2 Explain slander.
- RT 3.3.3 Explain invasion of privacy.
- RT 3.3.4 Explain misrepresentation.
- RT 3.3.5 Explain media access.

RT 3.4 Content Standard: Students demonstrate knowledge of applicable broadcast operational rules and regulations.

Performance Expectation

- RT 3.4.1 Discuss the origin of broadcast regulations
- RT 3.4.2 Explain broadcast operational rules and regulations.
- RT 3.4.3 Use broadcast operational rules and regulations

RT 3.5 Content Standard: Students demonstrate knowledge of intellectual property right laws.

Performance Expectation

- RT 3.5.1 Explain intellectual property right laws.

RT 3.6 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

- RT 3.6.1 Define terms used in production.
- RT 3.6.2 Use professional terminology in the production process.

RT 4 On-Air Talent/Programming

RT 4.1 Content Standard: Students demonstrate proficiency in on-air performance.

Performance Expectations

- RT 4.1.1 Explain the qualities of on-air performance:
 - 1. Confidence
 - 2. Diction
 - 3. Rate
 - 4. Appearance
 - 5. Emphasis
 - 6. Inflection
 - 7. Enunciation
 - 8. Pronunciation
 - 9. Phrasing
 - 10. Presence
 - 11. Oral reading
 - 12. Ad-lib
 - 13. Animation
 - 14. Listening skills
- RT 4.1.2 Classify the different types of on-air performers:
 - 1. Air personality/disc jockey
 - 2. Newscaster/news reporter
 - 3. Host
 - 4. Interviewer
 - 5. Sportscaster/sports reporter
 - 6. Play-by-play/color commentator
 - 7. Voice talent (imaging)
- RT 4.1.3 Employ the qualities of on-air performance.

RT 4.2 Content Standard: Students demonstrate knowledge of the elements of programming.

Performance Expectation

RT 4.2.1 Explain the elements of programming:

1. Format
 - A. Demographics
 - B. Program sources (syndication, local, network)
2. Promotions
3. News
4. Sports
5. Weather
6. Traffic
7. Commercials/Infomercials
8. Talent (chatter, bits, ad lib)
9. Entertainment
10. Public affairs

RT 4.2.2 Explain the Impact of ratings on programming

RT 4.3 Content Standard: Students understand the issues of censorship (both in-house and external) as it relates to the industry.

Performance Expectations

RT 4.3.1 Explain the types of censorship:

1. Programming content (language, nudity, violence)
2. Economics (station/client relations/cross ownership)
3. Community standards (local traditions and customs)

RT 4.3.2 Compare and contrast censorship issues with student produced programs against professionally produced programs.

RT 4.4 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

RT 4.4.1 Define terms used in production.

RT 4.4.2 Use professional terminology.

RT 5 Radio/TV Production Process

RT 5.1 Content Standard: Students demonstrate proficiency in radio production.

Performance Expectations

RT 5.1.1 Describe the radio production process.

1. Write the script
2. Select production elements (voices, music, sfx)
3. Assemble/edit all material gathered
4. Playback finished product

RT 5.1.2 Apply the steps of production:

1. Write the script
2. Select production elements (voices, music, sfx)
3. Assemble/edit all material gathered
4. Playback finished product

RT 5.2 Content Standard: Students demonstrate proficiency in the pre-production phase of the video production process.

Performance Expectations

RT 5.2.1 Describe the steps of video pre-production:

- | | |
|-------------|-----------|
| 1. Planning | 3. Safety |
| 2. Research | 4. Ethics |

RT 5.2.2 Apply the steps of video pre-production.

RT 5.3 Content Standard: Students demonstrate proficiency in the production phase of the video production process.

Performance Expectations

RT 5.3.1 Describe the steps of video production:

- | | |
|---------------------------|----------------------------|
| 1. Equipment set-up | 6. B-roll |
| 2. Lighting | 7. Stand-ups/on-air talent |
| 3. Audio | |
| 4. Interviewing | |
| 5. Composition/sequencing | |

RT 5.3.2 Apply the steps of video production.

RT 5.4 Content Standard: Students demonstrate proficiency in the post-production phase of the video production process.

Performance Expectation

RT 5.4.1 Describe the steps of video post-production:

1. Log audio and video elements
2. Identify additional audio and video elements needed
3. Assemble/edit all material gathered
4. Playback finished product
5. Review finished product

RT 5.5 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

RT 5.5.1 Define terms used in production.

RT 5.5.2 Use professional terminology.

RT 6 Writing/Scripting

RT 6.1 Content Standard: Students demonstrate proficiency in radio writing and scripting.

Performance Expectations

RT 6.1.1 Explain the elements of writing and scripting:

1. Format
2. Broadcast style

RT 6.1.2 Create the format for writing and scripting.

RT 6.1.3 Compose/write scripts in broadcast style:

1. News
2. Sports
3. Public service announcements/commercials/underwriting
4. Newscasts
5. Promos/teases/imaging
6. Weather
7. Documentary/in-depth
8. Public affairs

RT 6.2 Content Standard: Students demonstrate proficiency in television writing and scripting.

Performance Expectations

RT 6.2.1 Create the elements of writing and scripting.

RT 6.2.2 Classify the different formats of writing/scripting:

1. TV script
2. Storyboard

RT 6.2.3 Compose/write scripts in broadcast style:

1. News
2. Sports
3. Public Service Announcement (PSA)
4. Newscast
5. Promo/teases
6. Weather
7. Commercials/underwriting
8. Documentary/in-depth
9. Public affairs

RT 6.3 Content Standard: Students demonstrate proficiency in using industry standard terminology.

Performance Expectations

RT 6.3.1 Define terms used in production.

RT 6.3.2 Use professional terminology.

RT 7 Business Administration

RT 7.1 Content Standard: Students understand fundamental business/marketing administrative concepts that affect business decision making.

RT 7.1.1 Explain marketing and its importance in a global economy (BA:003) (CS)

RT 7.1.2 Explain marketing functions and related activities (BA: 004) (CS)

RT 8 Marketing-Information Management

RT 8.1 Content Standard: Students employ marketing information to plan marketing activities.

Performance Expectations

RT 8.1.1 Explain the concept of marketing strategies. (IM:194) (CS)

RT 8.1.2 Explain the concept of market identification. (IM:196) (CS)

RT 9 Promotion

RT 9.1 Content Standard: Students acquire a foundational knowledge of promotion to understand its nature and scope.

Performance Expectations

RT 9.1.1 Explain the role of promotion as a marketing function (PR:001) (CS)

RT 9.1.2. Explain the types of promotion (PR:002) (CS)

RT 9.1.3 Explain the elements of the promotional mix (PR:003) (SP)

RT 9.1.4 Describe the use of business ethics in promotion (PR:099) (SP)

RT 10 Selling

RT 10.1 Content Standard: Students acquire fundamental knowledge of selling to understand its nature and scope.

Performance Expectations

RT 10.1.1 Explain the nature and scope of the selling function (SE:017) (CS)

RT 10.1.2 Explain the role of customer service as a component of selling relationships (SE:076) (CS)

RT 10.1.3 Explain company selling policies (SE:932) (CS)

RT 10.2 Content Standard: Students acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customers.

Performance Expectations

RT 10.2.1 Acquire product information for use in selling (SE:062) (SP)

RT 10.2.2 Analyze product information to identify product features and benefits (SE:109) (SP)

RT 10.3 Content Standard: Students employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Performance Expectations

RT 10.3.1 Explain the selling process (SE:048) (SP)

RT 10.3.2 Open the sales presentation (SE:869) (SP)

RT 10.3.3 Question for information (SE:024) (SP)

RT 10.3.4 Suggest product substitutions (SE:871) (SP)

RT 10.3.5 Demonstrate feature/benefit selling (SE:873) (SP)

RT 10.3.6 Handle customer/client objections (SE:874) (SP)

RT 10.3.7 Employ suggestion selling (SE:875) (SP)

Content Standards and Performance Expectations listed are taken from MarkED Resource Center and are The National Marketing Education Curriculum Framework.

Indiana Academic Standards Integrated in Radio/TV Broadcasting/Telecommunications

English/Language Arts

Standard 2

READING: Reading Comprehension

- 11.2.1 Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- 12.2.1 Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 12.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Standard 4

WRITING: Writing Process

- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 11.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.
- 11.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.

- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- 12.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.
- 12.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- 12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- 12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.
- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12.4.12 Further develop unique writing style and voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Writing Applications

- 11.5.3 Write reflective compositions that:
 - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion
 - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs
 - maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas
- 11.5.5 Write job applications and résumés that:
 - provide clear and purposeful information and address the intended audience appropriately.
 - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - modify the tone to fit the purpose and audience.
 - follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.
- 11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

- 11.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- 11.5.8 Deliver multimedia presentations that:
 - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- 12.5.3 Write reflective compositions that:
 - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion
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 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: Written English Language Conventions

- 11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.
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Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

- 11.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 11.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 11.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of text, and create skillful artistic staging
- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.
- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- 11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers)
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on an audience.
- 11.7.13 Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

- 11.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.
- 11.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 12.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
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- 12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character.
- 12.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
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 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately, and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.

Algebra 1

A1.9 Mathematical Reasoning and Problem Solving

- A1.9.6 Distinguish between inductive and deductive reasoning, identifying and providing examples of each